

**AWB Call for Project Proposals
FIRST STAGE SUBMISSION FORM**

Submit this proposal in MS Word format to:

Corrie Young, Associate Executive Director - Programs & Network, cyoung@awb-usf.org

PROJECT TITLE	Kaleidoscope Thinking Framework at S.D Public School – Learning and Teaching Inner Development Professional Enhancement Workshops for Strategic Futures.
DATE OF APPLICATION	November 2, 2025

A. APPLICANT

First name	Christine A
Last name	Boyko-Head
Title	Professor
Department, faculty or unit	Communications and Liberal Studies PEG SSRHC Research Lead, School of Interdisciplinary Studies and Community Services
Institution name	Mohawk College of Applied Arts and Technology
Email	Christine.boyko-head@mohawkcollege.ca
Office telephone	1-905-575-1212
Mobile/cell phone	1-905-741-9157
Date of birth	March 2, 1965

B. PARTNER INSTITUTION

Name of institution	Cluster Innovation Centre, University of Delhi
Location (city, country)	Delhi, India
Date of founding	
Web site	https://cic.du.ac.in/
Status	University Public University

(i.e., university or college; public, private for-profit, or not-for-profit)	
Institution level for project (i.e., department, faculty, school, institution-wide)	Department
PARTNER INSTITUTION CONTACT PERSON - LOCAL PROJECT LEAD	
First name	Jyoti
Last name	Sharma
Title	Professor
Email	jyotisharmacic@gmail.com; jsharma@cic.du.ac.in
Office telephone	011-27666702/706
Mobile/cell phone	+91-9643838424

C. PROPOSED PROJECT

a) Briefly describe the project.

Individuals identifying as girls and women are more heavily impacted by COVID-19, climate change and social disruption than their male counterparts (McKinsey, 2020). According to the UN, achieving gender equality and women's empowerment is integral to each of the 17 Sustainable Development Goals (Venkatas, 2020). Girls and women face threats daily, but their stability and growth are imperative to the health, wellness and sustainability of our global home. If we are to live in a more equitable, ethical, inclusive and sustainable world we need to change the systems we live in now and think critically about the future worlds we want to live in ten years from now and beyond. Since present conditions form daily obstacles and barriers, envisioning positive possibilities for the future can be difficult for girls, women and the organizations that support them. Furthermore, some of those barriers may be self-imposed constructs based on non-inclusive, colonial practices and principles.

Using an interdisciplinary, participatory, playful, feminist approach that fosters a Kaleidoscope Mindset, we aim to work with multi-modal teaching tools, including serious game card decks, digital visual representations and personal storytelling, to collect girls and women's perceptions of their present, past and future selves and consider how the hero's journey impacts their perceptions. Playing with personal metaphors and myths of girls and women, we explore co-creatively the motifs that may guide, challenge or conflict with women's life choices and experiences. Expanding on a SSHRC-funded research project that included the proposed academic partner, Dr. Jyoti Sharma, the Canadian

volunteers from Mohawk College are particularly interested in co-developing with Dr. Sharma a transferable, intercultural, accessible framework for collecting women's authentic, socially-imposed and possibly personally paradoxical metaphors and myths. Through the collection of these metaphors/myths, we hope to explore how the perceptions and attitudes of professional women, especially educators, may impact and influence the perceptions and attitudes of their stakeholders, the women and girls they serve, how they perceive their futures. We specifically want to determine how the newly created UN Inner Development Goals Guide <https://innerdevelopmentgoals.org/> (2025) deepens the development of a Kaleidoscope Mindset in professional women by encouraging reflection on their inner development, enhanced articulation of their life narratives, identification of meaningful metaphors of self (known, denied and future preferred selves), as well as guide attitudes toward positive, preferred futures that may influence interactions with the women and girls they serve.

- b) A letter of support from the partner institution in the developing world indicating that the project originates with them and that they are willing to form a partnership with AWB to undertake the work must be included. The letter should also indicate the contribution of the partner institution to the costs of the project, e.g., provision of accommodations, per diem, local transportation for the volunteer, etc. The letter of support should be submitted as a separate file.

X The letter of support is attached.

- c) What are the needs that the proposed project is designed to meet at the partner institution, e.g., enhance research skills, design a new course, to improve teaching methods, etc.?

McKinsey, (2020), OECD, and the United Nations identify women as being more seriously impacted by social issues than men. Likewise, the UN (n.d) states that improving the lives of girls and women overall will play a major role in addressing the UN Sustainable Development Goals and helping the planet retreat from the brink of disaster. In addition, the UN determines that education is a key to a more positive future for the planet and for women. They state that deliberate work on the UN Inner Development Goals is imperative to attain

success on the outer development (SDGs) and lasting, transformative personal and social change. Looking from a systems perspective on social evolution, Banathy (1998) declares “The greatest source of change in social systems is the process of learning” (p.163), and the greatest source of influence in social systems is often the leader, educator, influencer.

The Kaleidoscope Framework is an evidence-based thinking, feeling, doing strategy for developing empathetic communication, equitable collaboration and ethical creative-complex thinking skills. We propose that it is a universally accessible and effective tool for the entire learning lifecycle – from Kindergarten to tertiary education.

Our project 1) reflects a commitment to equity, empathy and emancipation, 2) has the potential to enable women to (re)discover agency, voice and identity, and 3) democratize the documentation of lived experience, especially the experiences of populations in the context of oppression, marginalization and individualization (Clandinin, 2013; Shaw, 2017; Connelly & Clandinin, 2006; Pitre et al., 2013).

Working with Professor Sharma, the University of Delhi Education Department and Delhi School districts, this project hopes to show how learners at all educational levels can be encouraged to explore positioning, re-positioning and trans-generative perspective-taking through predictive and reflective practice and personal story-building. Through the Kaleidoscope framework, we aim to help those identifying as women to build confidence in the complex challenges they will face in an ever-changing world. Furthermore, the project will meet the needs of the partner institution by “prioritize[ing] the voices, ideas, and realities of diverse communities. . . and enable knowledge creation to move to knowledge mobilization in ways that are more appropriate and effective for diverse communities” (Reed, et al., 2021).

Since the Ministry of Education in India is committed to gifted education, this project will serve this mandate by providing an accessible and inclusive framework for pre-service and education students to use in their classroom environments with confidence and ease. We will also be co-exploring with them the democratization of learning and teaching by 1) building connection, trust and transparency between researcher and researched, 2) developing flexible, emergent methods of data collection that can inform future curriculum and pedagogical practices and 3) sharing an arts-based, playful, egalitarian, co-creative facilitation model for anti-oppressive learning.

d) This project will be implemented:

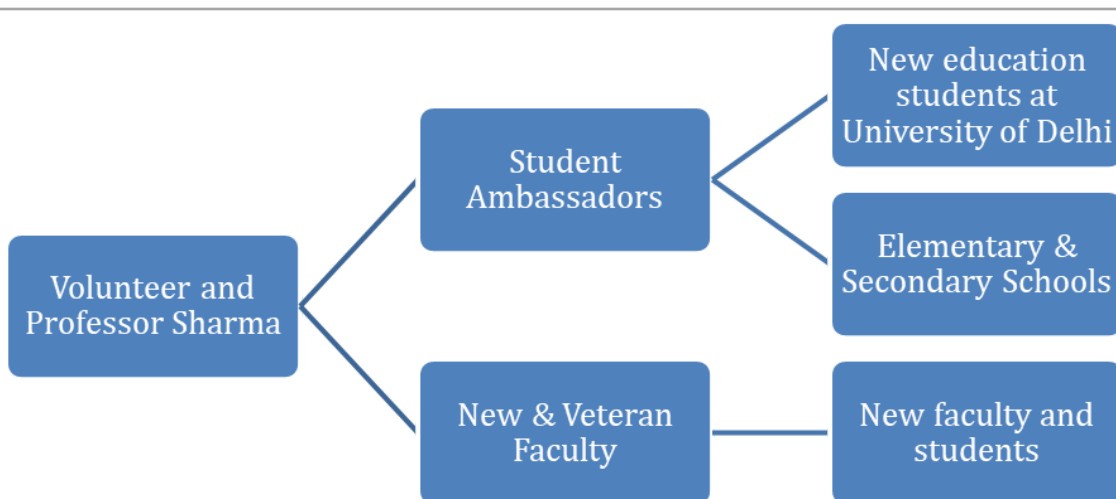
☐ Entirely online

☒ Both onsite and online

e) What are the specific goals of the project, including the immediate outcomes and the longer-range impact?

Immediate Outcomes:

- 1) Co-facilitate Kaleidoscope training with Dr. Jyoti Sharma so she can practice co-creative, radical, playful facilitation to ensure this is a sustainable and ongoing training option for faculty of education students and faculty
- 2) To apprentice three-four pre-service educators as ambassadors in the Kaleidoscope Framework (including 3D-Briefing, Journey to the Self, UN IDG, and Cognitive Inclinations) so they may co-facilitate training with Professor Sharma for new and on-going education students.
- 3) To mentor Professor Sharma and one other faculty member in the Kaleidoscope Framework so they may expand this training to new and veteran faculty across disciplines and departments at the University of Delhi.
- 4) To mentor Professor Sharma, another faculty and the four pre-service educators so they can share this framework with current educators in the education system thereby helping fulfill the Ministry's gifted education mandate.
- 5) Prepare co-facilitated presentations for International conferences such as the International Centre for Innovation in Education and the World Council of Gifted and Talented Children, the Possibility Studies Network, etc., to increase knowledge dissemination and transferability to other areas.



Long-Term Impact:

- 1) Enhancing current and future training practices of educators in an anti-oppressive methodology that encourages empathetic communication, ethical creative-critical thinking and equitable collaboration.
- 2) Providing new and veteran educators with a comprehensive, yet accessible, thinking, feeling, doing framework for learners of all ages and abilities, thereby creating consistency across the educational life cycle that builds learner confidence and agency.
- 3) Enriching the inner development of women and girls so they can bravely reflect, develop, articulate and act on the metaphors and myths that are authentic to their lived experiences and provide them with positive pathways to their preferred futures.

f) Briefly outline the activities the volunteer(s) will engage in to achieve the project objectives.

- 1) Volunteers will prepare material outlining the Kaleidoscope Mindset for online asynchronous sessions with the international participants and prepare them for the experiential training in India.
- 2) Volunteers will work online with Professor Sharma to prepare for the experiential training such as scheduling, enrollment, pre-post session assessments, educator guidebooks on the UN IDGs, Cognitive Inclinations profiles, etc.

- 3) Volunteers will co-facilitate the experiential training in the Kaleidoscope Mindset framework with Professor Sharma
- 4) Volunteers will mentor the three-four pre-service education students as ambassadors of the Kaleidoscope Mindset Framework
- 5) Volunteers will observe Kaleidoscope Mindset ambassadors for the purpose of providing constructive feedback for future trainings

g) What is the proposed timeline for the project?

Ideal times for online training of University of Delhi faculty and student ambassadors is between October and December 2026 due to academic schedules, weather and faculty availability. Volunteers are available to travel to India between January and May 2027 or September-November 2027.

h) Is this a new project or has progress been made previously with this partner institution? If the latter, describe past activity.

Progress has been made with this partner institution through a Social Sciences and Humanities Research Council (SSHRC) Partnership Engagement Grant 2022-2024. This SSHRC project, with Professor Sharma's assistance, established the Kaleidoscope Framework as a reliable, valid and accessible model for empathetic communication, creative critical thinking, and equitable collaboration with professional women and students. Research findings have been disseminated at international forums both in person and virtually and is an extension of years of arts-based pedagogical action research. A two hour online session with Professor Sharma's Faculty of Education students piloted part of

the Framework in 2023 and was well received as an accessible model encouraging creative-complex thinking.

Professor Sharma, along with our other international partners, helped develop, implement and assess the gamified card decks used in the SSHRC-funded pilot training sessions. She was also instrumental in the literature review and proofreading the final report that will be published by the International Centre of Innovation in Education.

The volunteer and Professor Sharma met at the World Council of Gifted and Talented Children in Portugal in 2025 and worked on this application, as well as discussed how to culturally adapt the current SSHRC-funded card decks for use in India and other international locations.

- i) How will the activities and outcomes be sustained beyond the life of the project?

The training of two faculty members at University of Delhi and three-four ambassadors through this proposal will permit that team to offer Kaleidoscope training to new faculty and students who can train an additional three-four new ambassadors each year. This will add to the trained Kaleidoscope team in India. With a growing team of trained facilitators, more schools in India will be able to be reached each year.

- j) The proposal should involve an institution in a country that is listed among those identified in the low or medium categories of the [Human Development Index](#). In some cases, AWB will accept countries included in these same categories in the [Multidimensional Poverty Index](#). If your partner institution falls in the latter group, please explain briefly why inclusion of this partner is justified

- 1) Cluster Innovation Centre, University of Delhi, Delhi
- 2) S.D. Public School - Patel Nagar, New Delhi

- k) The applicant may act as the volunteer for this project, or the applicant may suggest additional volunteers. If no volunteers are proposed and the project is accepted, AWB will find volunteers.

X The applicant will act as the volunteer.

Provide 2 referees for the applicant as volunteer:

Referee #1 Name	Erin Cameron: Dean School of Interdisciplinary Studies and Community Services
Referee #1 Email	Erin.cameron1@mohawkcollege.ca
Referee #2 Name	Kelley Cranford
Referee #2 Email	Kelley.cranford@mohawkcollege.ca

X The applicant volunteer's CV is attached to this application form.

For each additional volunteer, provide the following. For more volunteers, please use a separate sheet. Note that two referees are required for each volunteer.

Volunteer first name	Lisa
Volunteer last name	Pegg
Title	Professor
Department, faculty or unit	McKeil School of Business
Institution name	Mohawk College of Applied Arts and Technology
Email	Lisa.pegg@mohawkcollege.ca
Telephone	905-575-1212
Date of birth	August 12, 1967
Referee #1 Name	Eleanor Pierre PhD
Referee #1 Email	Ejpcomm@gmail.com
Referee #2 Name	Catharine Ozols
Referee #2 Email	Catharine.ozols@gmail.com

X CVs for each volunteer are attached to this application form.

Volunteer first name	
Volunteer last name	

Title	
Department, faculty or unit	
Institution name	
Email	
Telephone	
Date of birth	
Referee #1 Name	
Referee #1 Email	
Referee #2 Name	
Referee #2 Email	

☐ CVs for each volunteer are attached to this application form.

Volunteer first name	
Volunteer last name	
Title	
Department, faculty or unit	
Institution name	
Email	
Telephone	
Date of birth	
Referee #1 Name	
Referee #1 Email	
Referee #2 Name	
Referee #2 Email	

☐ CVs for each volunteer are attached to this application form.